



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**Oholei Yosef Yitzchok Lubavitch Schools**

**January 2023**

## Contents

<b>School's Details</b>		<b>3</b>
<b>1. Background Information</b>		<b>4</b>
About the school		4
What the school seeks to do		4
About the pupils		4
<b>2. Regulatory Compliance Inspection</b>		<b>5</b>
Preface		5
Key findings		6
PART 1 – Quality of education provided		6
PART 2 – Spiritual, moral, social and cultural development of pupils		7
PART 3 – Welfare, health and safety of pupils		7
PART 4 – Suitability of staff, supply staff, and proprietors		7
PART 5 – Premises of and accommodation at schools		8
PART 6 – Provision of information		8
PART 7 – Manner in which complaints are handled		8
PART 8 – Quality of leadership in and management of schools		8
<b>3. Educational Quality Inspection</b>		<b>9</b>
Preface		9
Key findings		9
Recommendations		9
The quality of the pupils' academic and other achievements		10
The quality of the pupils' personal development		12
<b>4. Inspection Evidence</b>		<b>14</b>

## School's Details

<b>School</b>	Oholei Yosef Yitzchok Lubavitch Schools			
<b>DfE number</b>	355/6028			
<b>Registered charity number</b>	1168395			
<b>Address</b>	Oholei Yosef Yitzchok Lubavitch Schools 460 Bury New Road Salford Lancashire M7 4LH			
<b>Telephone number</b>	0161 705 0483			
<b>Email address</b>	headteacher@oyylgs.co.uk			
<b>Headteacher</b>	Mrs Avigail di Veroli			
<b>Principal</b>	Mrs Sarah Klyne			
<b>Chair of Governors</b>	Rabbi David Hickson			
<b>Proprietor</b>	Oholei Yosef Yitzchok Lubavitch Schools			
<b>Age range</b>	2 to 17			
<b>Number of pupils on roll</b>	90			
	<b>EYFS</b>	22	<b>Juniors</b>	21
	<b>Seniors</b>	35	<b>Year 12</b>	12
<b>Inspection dates</b>	24 to 26 January 2023			

## **1. Background Information**

### **About the school**

- 1.1 Oholei Yosef Yitzchok Lubavitch Schools is a Jewish independent day school founded in 1997. It is registered as a single-sex school for female pupils and admits male pupils into the EYFS. Pupils in year 12 follow a specialist faith-based curriculum in preparation for application to Jewish seminaries around the world. The school is a registered charity, owned and governed by the Lubavitch community. The current headteacher was appointed in September 2021 and shares leadership responsibilities with the principal.

### **What the school seeks to do**

- 1.2 The school aims to provide its pupils with a sound Jewish and secular education within the Lubavitch traditions so that they achieve high standards and fulfil their potential. It seeks to provide a caring, welcoming and secure environment and to enable its pupils to become fulfilled, self-confident, worshipping and responsible members of society.

### **About the pupils**

- 1.3 The pupils come from Jewish families in Manchester and other areas in the north-west of England. The school's own assessments indicate that the ability of the pupils is average. The school has identified six pupils as having special educational needs and/or disabilities (SEND), one of whom has an education, health and care (EHC) plan. English is an additional language for six pupils, whose needs are supported by their classroom teachers. No pupils have been identified as being more able.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, Early Years Foundation Stage Statutory Framework](#).

## Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014 and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

### **PART 1 – Quality of education provided**

- 2.2 In the junior school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 Pupils take GCSE examinations in their penultimate year at the school. The small numbers involved prevent reliable comparison with national averages, but inspection evidence confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The school's own framework for assessment confirms that teaching enables pupils in Year 12 to make good progress in their Jewish studies in the context of Part 1 paragraph 3(a).
- 2.5 The curriculum is documented and supported by appropriate plans and schemes of work which take account of the different needs and aptitudes of the pupils. However, these are not implemented effectively across the curriculum. The curriculum does not enable pupils to acquire an appropriate understanding of science. The implementation of the EYFS curriculum does not provide pupils with suitable experiences to ensure the development of their literacy and mathematical skills.
- 2.6 Teaching enables pupils to make good progress overall. Teaching encompasses effective behaviour management and a suitable framework for the assessment of pupils' performance is in place.
- 2.7 Lessons are not always well planned in all subjects and sections of the school. Some teachers do not show a good understanding of the aptitudes and needs of the pupils or demonstrate good subject knowledge. Classroom resources are of limited quality, quantity and range and are not utilised effectively in lessons. Teachers do not use assessment effectively to inform their planning.
- 2.8 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.9 The standards relating to the quality of education in paragraph 4 [framework for pupils' performance] is met, but those in paragraphs 2 [curriculum] and 3 [teaching] are not met.**

### **Action point 1**

**The school must ensure that the curriculum policy, schemes of work and plans take account of the different needs and aptitudes of all pupils and that they are implemented effectively [paragraph 2(1)(a) and 2(1)(b)(i)].**

### **Action point 2**

**The school must ensure that the curriculum provides pupils with experience in scientific education and enables them to acquire an appropriate understanding of the subject [paragraph 2(2)(a); EYFS 1.5].**

### **Action point 3**

**The school must ensure that the programme of activities in place for pupils below compulsory school age enables them to develop appropriate literacy and mathematical skills [paragraph 2(2)(f); EYFS 1.11].**

#### Action point 4

The school must ensure that teaching incorporates lessons which are well planned, including effective teaching methods and activities, and that teachers show a good understanding of the aptitudes and needs of the pupils [paragraph 3(c) and (d)].

#### Action point 5

The school must ensure that teachers consistently demonstrate good subject knowledge [paragraph 3(e)].

#### Action point 6

The school must ensure the provision of appropriate resources which are used effectively in all subjects [paragraph 3(f)].

#### Action point 7

The school must ensure that teachers use assessment to inform planning [paragraph 3(g)].

### PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.10 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.11 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

### PART 3 – Welfare, health and safety of pupils

- 2.12 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.13 Pupils are properly supervised in the junior and senior schools. However, the school has not ensured that sufficient numbers of staff supervising the children in the EYFS are suitably qualified.
- 2.14 The standards relating to welfare, health and safety in paragraphs 11-13, 15 and 16, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but that in paragraph 14 [supervision of pupils] is not met.

#### Action point 8

The school must ensure that children in the EYFS are properly supervised through the appropriate deployment of suitably qualified staff [paragraph 14; EYFS 3.29 and 3.37].

### PART 4 – Suitability of staff, supply staff, and proprietors

- 2.15 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.16 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

## **PART 5 – Premises of and accommodation at schools**

2.17 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

**2.18 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

## **PART 6 – Provision of information**

2.19 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any pupil with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is available from the school on request.

**2.20 The standard relating to the provision of information [paragraph 32] is met.**

## **PART 7 – Manner in which complaints are handled**

2.21 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

**2.22 The standard relating to the handling of complaints [paragraph 33] is met.**

## **PART 8 – Quality of leadership in and management of schools**

2.23 The proprietor has not ensured, in the areas of curriculum, teaching and supervision of pupils, that the leadership and management demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that standards are consistently met, and they actively promote the well-being of the pupils.

**2.24 The standard relating to leadership and management of the school in paragraph 34 is not met.**

### **Action point 9**

**The school must ensure effective oversight of the curriculum, teaching and supervision of pupils. It must ensure that school leaders demonstrate good skills and knowledge and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils [paragraph 34(1)(a), (b) and (c)].**



### 3. Educational Quality Inspection

#### Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

**The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

#### Key findings

3.1 The quality of the pupils' academic and other achievements is sound.

- Pupils in the senior school make excellent progress, achieving particularly well in their Jewish curriculum studies.
- Pupils' skills in some areas, particularly science and information and communications technology (ICT), do not consistently meet age-related expectations.
- Pupils apply themselves extremely well to their studies.
- Pupils demonstrate excellent speaking and listening skills.
- Pupils' study skills and their ability to work both co-operatively and independently are less well developed.

3.2 The quality of the pupils' personal development is good.

- Pupils demonstrate excellent spiritual awareness and self-knowledge.
- Pupils have a strong understanding of their own culture and an ingrained respect for others.
- Pupils' appreciation of different cultures is limited to those directly connected with their own Jewish culture and history.
- Pupils' contributions to the lives of others are limited, particularly outside the school community.
- Pupils have an excellent moral understanding.

#### Recommendations

3.3 The school is advised to make the following improvements.

- Ensure that pupils achieve at appropriate levels for their ages across the school in all subjects.
- Enable pupils to develop their study skills and their ability to work co-operatively and independently.
- Enable pupils to contribute positively to the lives of others in school and the wider community.
- Enable pupils to increase their knowledge, appreciation and understanding of other cultures.

## The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is sound.
- 3.5 Senior school pupils, including those with SEND and EAL, make excellent progress in their Jewish studies and examined secular subjects. Pupil numbers are too small to enable meaningful comparison with national data. However, almost nine tenths of grades were awarded at top levels in modern and ancient Hebrew and history in 2022 and in centre- and teacher-assessed results in 2020 and 2021. Pupils have also been successful in gaining GCSEs in English language, mathematics and citizenship, with two-thirds of pupils gaining equally high grades. Pupils' excellent progress and attainment in these subjects during their time in the senior school is in response to well-paced, engaging teaching, focused on examination requirements. The school has not identified any pupils as being more able. Data provided by the school confirm that children in the EYFS make good progress in most areas of the curriculum; those in the junior school make good progress from their starting points in English, mathematics and Hebrew studies. Progress in other junior subjects and in non-examined subjects in the senior school is only sound overall. School leaders and governors have not monitored the quality of teaching throughout the school with sufficient rigour to ensure good progress in all sections or subjects.
- 3.6 By the end of Reception, children achieve at age-related expectations in most areas of the EYFS curriculum. They demonstrate an excellent knowledge and understanding of the world through their Jewish studies, as shown in their detailed explanations of how locusts jump and the location of the river Nile. Senior school pupils demonstrate good knowledge and understanding in subjects studied to GCSE level. Inspection evidence indicates that pupils of all ages attain high levels of skills, knowledge and understanding in their Jewish studies. This curriculum also enables pupils to acquire a sound knowledge of scientific and geographical matters. Almost all pupils who answered the pre-inspection questionnaire agreed that most lessons are interesting and that their teachers know their subjects well. Parents who responded to the questionnaire were all satisfied that the range of subjects was suitable for their child. However, pupils' attainment outside examined subjects and in the junior school is unsatisfactory. Pupils' creative abilities are evident in the artwork on display around the school, and they perform with poise and confidence in the annual school production. However, development of their creative, technological and physical skills, knowledge and understanding is unsatisfactory overall as insufficient time and resources are allocated to these subjects. School leaders have not ensured that staff receive the necessary training to enable them to plan and teach lessons which support pupils in acquiring age-appropriate skills, knowledge and understanding in all subjects.
- 3.7 Pupils' skills, knowledge and understanding in science are under-developed and do not meet age-related expectations. Junior school pupils demonstrated a knowledge of the phases of the moon; senior pupils' books included learning about topics such as atoms and Marie Curie. The annual science fair offers pupils the opportunity to find out and present information about a specific area of science. However, pupils' attainment in science is unsatisfactory due to insufficient teaching time, a lack of suitable resources and insufficient understanding of the requirements of the subject.
- 3.8 Pupils' skills, knowledge and understanding of ICT are unsatisfactory. Pupils in the EYFS and junior school do not develop ICT skills due to a lack of suitable resources in this section of the school. Pupils acquire basic ICT skills in Years 7 to 9, but these are at an unsatisfactory level because they lack the skills required to access the teaching materials provided. Some pupils in Year 10 and above choose to use their ICT skills at home for project work when preparing presentations for younger pupils on Jewish festivals or science topics. Further opportunities for them to develop their skills or to use them to support their learning are not provided.
- 3.9 Pupils of all ages apply themselves to their work with diligence and enthusiasm. These excellent attitudes are evident throughout the school, confirming the school's success in fulfilling its aim to motivate all children to work to the best of their ability. Children in the EYFS are adventurous learners, encouraged to take a lead in their learning and follow their own ideas. Junior school pupils work hard

to complete the tasks set, but they do not develop the ability to work effectively with others as lessons do not include opportunities for them to learn in this way. Although they work well on individual tasks, their independent learning abilities are under-developed because they do not have opportunities to decide how or what they will learn. Senior school pupils develop a good ability to work independently and collaboratively. These skills are particularly well evidenced in Jewish studies and citizenship lessons, when pupils are set challenging tasks which require them to use prior knowledge to answer new questions.

- 3.10 From the EYFS onwards, pupils communicate their thoughts, ideas and beliefs with great articulacy and confidence whilst concurrently developing their skills in Hebrew. By the time they enter Year 12, pupils' speaking skills have developed to the highest level, as evidenced in a lively discussion about the justification of the removal of statues. Pupils' high levels of skill in these areas reflect the many opportunities provided to employ them in a range of subjects. Pupils read with fluency and confidence, benefiting from regular experience in reading aloud in class. Observations indicated an excellent standard of reading of Hebrew prayer books, and pupils told inspectors that they enjoy reading a range of books from home and school. However, the selection of books available to them is limited and there are no opportunities within the school day to read for pleasure and enjoyment. Older pupils develop good writing skills, including in subjects such as history and citizenship. However, similar opportunities are not offered to junior pupils, whose writing skills are below age-related expectations.
- 3.11 Children in the EYFS and junior school pupils of all abilities develop a sound knowledge and understanding of mathematics through following a scheme of work which covers the required material for their ages. Pupils acquire good mathematical skills and understanding in the senior school and occasionally apply these to other curriculum areas. However, there is little evidence of challenge for more able pupils or support for those who may be struggling. This is because teachers do not use assessment data to plan activities which meet the different needs of the pupils in their classes. Senior pupils' success in GCSE examinations is achieved through repetition of past papers to learn how to answer questions rather than acquiring an understanding of mathematical concepts and how they may be applied to other subjects.
- 3.12 Junior age pupils are eager to learn, but they do not develop the ability to analyse or hypothesise because lessons do not provide opportunities for them to do so. Inspectors found that lessons in this section of the school are characterised by activities which are heavily directed by the teacher. As a result, pupils do not learn how to predict different outcomes or consider different ways of solving problems. Older pupils are presented with more opportunities to develop the ability to analyse, hypothesise and synthesise. This was seen in pupils' note-taking about the weekly Torah reading and in their analysis of the events of World War I. In discussions, pupils told inspectors that they enjoy challenging work when it is offered, and they described with enthusiasm their research and presentations about insulation. Opportunities for pupils to utilise their study skills are restricted to history, citizenship and the Jewish curriculum. They are under-developed in other subjects, including mathematics and science, because of the lack of challenge presented to them in lessons and insufficient teaching expertise. Year 12 pupils develop good study skills as seen in their ability to apply the teachings of sacred texts to their everyday lives in a class discussion. This is because of the high levels of teacher expertise at this level in the school and lessons which include opportunities to discuss and explore challenging topics such as human suffering, equality and current affairs.
- 3.13 The vast majority of pupils choose to move to Jewish seminaries when they leave the school, and a number of these have been awarded academic grants from their chosen institution. Pupils of all ages enjoy taking part in the annual production where they demonstrate good performance skills. The extra-curricular programme provides opportunities for older pupils to engage in crafts such as jewellery making and candle decorating. Further opportunities for pupils to develop their individual abilities outside the classroom are not provided by the school.

## The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is good.
- 3.15 Pupils have an exceptional appreciation for non-material aspects of life, demonstrating an excellent understanding of and personal connection to their own spiritual journey. School leaders and governors promote Jewish values and beliefs consistently and effectively, viewing pupils' spiritual development as central to their educational success and well-being. Pupils explore and deepen their spiritual practices and beliefs throughout the day through prayer times, their studies and their interactions with others. They pray with energy and commitment and have a clear sense of fulfilment and contentment from their spirituality. They eloquently express the importance of faith in their lives and the value of family relationships, family experiences and personal growth. They understand and value the fact that spirituality takes precedence over materiality and can readily explain this to others. Pupils' faith informs every aspect of their lives in school, permeating everything they do.
- 3.16 Pupils demonstrate excellent levels of self-understanding and a strong sense of their place in the community and the wider world. All parents who answered the questionnaire stated that the school helps their child to be confident and independent. Inspection evidence supports this view. Children in the EYFS quickly grow in confidence and resilience in response to challenging activities and caring and attentive staff who support their individual needs. Junior school pupils are extremely self-confident and self-assured, whilst those in the senior school reflected with maturity on their own strengths and weaknesses. Pupils are not afraid to accept criticism when they have room to improve, responding positively to feedback on their work, although this is not always provided for them. Pupils are very well prepared for their future lives through a carefully planned and effectively implemented careers programme and excellent guidance on destination schools. Pupils told inspectors about their hopes for the future, including careers in architecture, medicine and teaching. They appreciate the advice offered by staff, many of whom are past pupils and who act as effective role models for pupils of all ages. Pupils in Year 12 have an extremely secure sense of self and spoke to inspectors with enthusiasm about the next stage in their education. They explained their decisions to stay at the school as good preparation for seminary and their appreciation of the personal example set by school leaders in this respect.
- 3.17 Pupils have a strong understanding that they will only achieve success as a result of their own efforts and hard work. Pupils throughout the school choose to work hard and to respond positively to feedback and suggestions as to how to improve. Children in the EYFS make choices in their activities, such as what medium to use when visually depicting one of the ten plagues. Junior school pupils select tunes for their prayers and make their own decisions about when to lead these. Those in the senior school select topics to present to younger pupils and the medium in which to do so. They make considered choices about their future paths, appreciating the guidance of the school in this process. When allowed to do so, pupils make informed choices about their work and interactions with others. However, in most lessons and activities only limited opportunities are open to them to make meaningful decisions.
- 3.18 Pupils are extremely socially aware in relation to the Jewish community and their roles within it. They speak about the school community as a family and value highly the connections between everyone in school. This is in fulfilment of the school's aim to provide a caring, welcoming and secure environment, in which all children feel a sense of belonging. Pupils approach prayers at the beginning of the day and in assemblies with a clear and common purpose, demonstrating their unity with others through their worship and shared faith. They value times of shared prayer, and take messages such as 'don't be jealous of each other' to heart in their dealings with others. All pupils who answered the questionnaire said that the school teaches them how to build positive relationships and friendships. Pupils work extremely well together on shared academic projects, and in particular on the school production in which older pupils are proud to take a lead. School leaders actively promote the community feel of the school, including through the appointment of a member of staff with responsibility for the programme of extra-curricular social activities. However pupils demonstrate limited skills in working

effectively with others and solving problems in order to achieve common goals due to a lack of opportunities for collaborative problem-solving and teamwork.

- 3.19 Pupils are highly supportive of those in their own community, reflecting the school aim to instil a caring attitude towards other people. Pupils do not fulfil specific roles or responsibilities within the school. However, those in Year 12 take an active and effective part in the organisation of activities for other pupils, working in close collaboration with the extra-curricular lead. These activities include 'lunch and learn', homework club and a range of social and craft activities. Pupils are active in raising funds which enable them to undertake initiatives in school. They make regular donations in support of local food and clothing banks, and older pupils visit a local old people's home on a weekly basis. However, pupils do not contribute to the local community and wider society to the same extent, as opportunities to do so are not currently available to them.
- 3.20 Pupils have a deep-seated appreciation of their own culture and that of the society in which they live. Their mature understanding confirms the school's success in meeting its aim to foster pupils' love and understanding of their Jewish faith and heritage. Pupils of all ages have an instinctive respect for others, in response to its promotion through their faith and by the school. They actively seek ways in which to support others and explained to inspectors the different but equal importance of equality and equity. Pupils in the junior school relish opportunities to find out about other countries from their friends and relations. Those in the senior school display sensitivity and tolerance to those from the different backgrounds and traditions that they learn about in Jewish studies and citizenship lessons. Pupils respect and value diversity within their own society and demonstrate an understanding and respect for differences in culture, relationships and abilities. Whilst they readily accept and appreciate other cultures their knowledge and experience of these is often limited to those which are directly related to their Jewish studies.
- 3.21 Pupils' moral understanding is excellent. The strong religious and faith-based foundation of the school fosters their highly developed sense of right and wrong, willingness to follow school rules and readiness to accept responsibility for their actions. From the earliest age, children in the EYFS respond positively to the guidance of staff to manage their own behaviour and relationships. They understand how to tell others when they are upset and the importance of righting any wrongs which they commit themselves. Junior pupils are proud of the rewards gained for good work or behaviour and have a thorough understanding of the school's high but understated expectations. As they progress through the school, pupils develop an unspoken assumption that they will behave considerately and kindly towards others in the community. Older pupils demonstrated a mature appreciation of the difference between laws and rules and the importance of these in both school and the wider world. Those in Year 12 discussed the long term impact of the actions of anti-Semitic leaders in America in the past with a deep understanding of their impact on today's society.
- 3.22 Pupils have a very well developed understanding of how to stay safe and healthy. Pupils' and parents' questionnaire responses about the school's encouragement to be healthy were overwhelmingly positive. When undertaking adventurous outdoor activities, children in the EYFS do so with vigour and enthusiasm, but with a full awareness of danger and how it can be mitigated. Junior and senior school pupils understand the importance of exercise and a healthy diet, and are supported in this by the school's healthy eating policies. Older pupils spoke with confidence about the school's help in identifying means of maintaining good mental health and of sharing their concerns with others. Their confidence in being able to do so is in response to the highly positive relationships between staff and pupils and opportunities provided by social events to share their thoughts concerns in an informal setting. Pupils know how to stay safe online, although they lack practical and real-life experiences of doing so due to limited access to the internet in school.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended daily worship. Inspectors visited the facilities for the youngest pupils. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Karen Williams	Reporting inspector
Mr Stephen Challoner	Compliance team inspector (Former director of staffing, HMC school)
Mrs Sarah Fisher	Team inspector (Head, ISA school)
Mr Ian Sterling	Team inspector (Head, ISA school)